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| Bill Analysis | | | | | Bill Number: 1031  Companion Bill: | | |
| Bill Title Expanding participation in college in the high school programs. | | | | | | | |
| Person Analyzing Bill  Noreen Light | | Division  PPR | Date  12/10/14 | Has a fiscal note been requested at this time?  Yes  No | | | |
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| **Key takeaways:**  *As you complete the bill analysis, focus on these core elements:*  1) Is the Council taking a position?  2) Does the bill impact our agency, such that we need to be closely tracking the bill during session?  3) Is there potential for significant fiscal impact to WSAC? | | | | | | | |
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| **Brief summary of bill:**  *Please begin with a highest-level summary (1-3 sentences maximum) that informs Council members of the bill’s main effects. You may then go into further detail, if necessary.*  This bill expands eligibility for participation in the college in the high school dual credit program to 10th graders. Currently, only 11th and 12th graders may participate. | | | | | | | |
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| **Overall assessment:**  *What approach do you recommend the Council or agency take to this bill?*  **1. Recommend Council take a specific position on bill:** The legislation directly supports Roadmap strategies, directly connects to the Council’s statutory mission or duties, or impacts the operations of an agency-administered program.  **2. Recommend no position unless Council votes to take a position:** The legislation impacts Council or agency structure, or impacts policies of an agency-administered program. Unless Council votes to take a position, staff should act only as unbiased information resources.  **3. Recommend tracking only**  **Unsure – recommend further review or discussion:** Possible significant Roadmap connection or high stakeholder interest warrants further discussion of potential official or unofficial position.  **We do not need to track this bill:** Stop here. No further analysis is needed. | | | | | | | |
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| **Potential impacts/recommendation for testimony on legislation:** Please complete section 1, 2, or 3, depending upon your overall assessment, above.   1. **Recommend Council take a specific position on bill:**   Support  Support w/ amendment  Support w/ concerns  Oppose  Direct and significant connection to Roadmap:  Ensure cost is not a barrier for low-income students  Make college affordable  Ensure high school graduates are college/career ready  Streamline and expand dual-credit and dual-enrollment programs  Increase support for all current and prospective students  Align postsecondary programs with employment opportunities  Provide greater access to work-based learning opportunities  Encourage adults to earn a postsecondary credential  Leverage technology to improve student outcomes  Respond to student, employer and community needs  Increase awareness of postsecondary opportunities  Help students and families save for postsecondary education  Impacts *operations* of Agency-administered program  Notes (include possible testimony, suggested amendatory language, programs/duties affected, etc.):  Roadmap area: Streamline and expand dual credit programs. Expansion of CHS access to 10th graders was a component of the proposed legislation that the Council approved and submitted to the Governor. Some council members questioned inclusion of grade 9 and 10 in the agency bill but ultimately supported a bill with that language.  We've received much unsolicited support for this type of expansion from parents, students and K-12 educators. This bill does that, but in a very limited manner.  We could support the concept, but explain that this would not go far to eliminate the disparities in access currently encountered in dual credit programs.   1. **Recommend no position unless Council votes to take a position**   Direct connection to Council’s statutory mission/duties  Impacts *policies* of agency-administered program  Impacts Council/agency structure  Notes:   1. **Recommend tracking only (no position, no testimony):**   Impacts *Council sector representatives*:  COP  CTCs  ICW  OSPI  Impacts education agencies, organizations and/or institutions:  Specify:  Notes: | | | | | | | |
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| Briefly describe the policy impacts or what the Student Achievement Council will need to do to implement the bill: | | | | | | | |
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| Prime Sponsor/Agency Request: Johnson | | | | | | | |
| If known, what is the background of this bill? Same as 2061, introduced in 2014, which died in Rules. Testimony in favor by Yakima school district staff and students. | | | | | | | |
| Do you anticipate an educational partner agency/organization will take a position on this bill?  Yes  No  If yes, please select all that may apply:  COP  CTCs  ICW  OSPI  Other  Notes: K-12 support for dual credit expansion has been consistently strong. League of Education Voters and the Rural Alliance for College Success are also strong advocates for this type of expansion of eligibility. | | | | | | | |
| Effective date: | | | | | | | |
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| Do you recommend seeking analysis from the Assistant Attorney General?  What issue or question should the AAG analyze? | | | | | Yes | No | |
| **Fiscal Impacts (Not a Fiscal Note)** | | | | | | | |
| Does this bill create a fiscal impact on the WSAC? | | | | | Yes | No | |
| Does this bill create a fiscal impact on Washington higher education institutions? | | | | | Yes | No | |
| Notes regarding fiscal impact: College in the high school is a self-support program. Students must pay tuition to the college or university (in addition to successfully completing the course) in order to be awarded college credit. | | | | | | | |

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| **Other direct impacts on Student Achievement Council** | | | | |
| Does this bill require a report or study by the agency? | One-time | Ongoing | | No |
| Does this bill require new agency/program rules or changes to current rules? | | | Yes | No |
| Does this bill create a task force or workgroup staffed by the agency? | | | Yes | No |
| Does this bill impact the agency’s IT system? | | | Yes | No |
| Notes regarding agency impacts: | | |  |  |
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| Notes/discussion (track conversation below, with names/initials): | | | | |